



**THE SPEAKING ABILITY OF THE ELEVENTH GRADE STUDENTS
OF MAN 2 KUDUS TAUGHT THROUGH DRAMA
IN ACADEMIC YEAR 2011/2012**

**By
JOHAN SETYO PRAYITNO
NIM 200832020**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2012**

**THE SPEAKING ABILITY OF THE ELEVENTH GRADE STUDENTS
OF MAN 2 KUDUS TAUGHT THROUGH DRAMA
IN ACADEMIC YEAR 2011/2012**

SKRIPSI

**Presented to University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana
Program in English Education**

**By
JOHAN SETYO PRAYITNO
NIM 200832020**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2012**

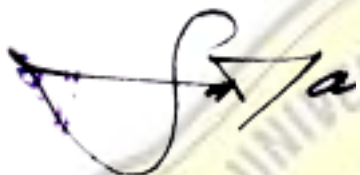


ADVISORS' APPROVAL

This is to certify that the skripsi of Johan Setyo Prayitno has been approved by the skripsi advisors for further approval by the Examining Committee.

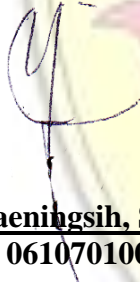
Kudus, 2012

Advisor I



Rismiyanto, SS, M.Pd
NIS. 0610701000001146

Advisor II



Nuraeningsih, S.Pd, M.Pd
NIS. 0610701000001201

Acknowledged by
The Faculty of Teacher Training and Education
Dean,



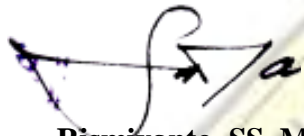
Drs. Susilo Rahardjo, M.Pd
NIP. 19560619-198503-1-002

EXAMINERS' APPROVAL

This is to certify that the skripsi of Johan Setyo Prayitno (NIM: 200832020) has been approved by the Examining committee as requirement for the Sarjana Degree in the Teaching of English as a Foreign Language.

Kudus, August 2012

Skripsi Examining Committee:



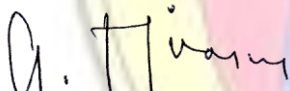
Rismiyanto, SS, M.Pd
NIS. 0610701000001146

, Chairperson



Nuraeningsih, S.Pd, M.Pd
NIS. 0610701000001201

, Member



Dr. H. A. Hilal Madjidi, M.Pd
NIS. 0610713020001020

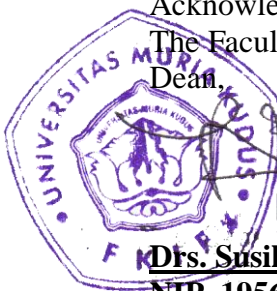
, Member



Atik Rokhayani, S.Pd, M.Pd
NIS. 0610701000001207

, Member

Acknowledged by
The Faculty of Teacher Training and Education
Dean,



Drs. Susilo Rahardjo, M.Pd
NIP. 19560619-198503-1-002

MOTTO AND DEDICATION

Motto:

- Today must be better than yesterday
- Do the best and be the best.

Dedication:

This skripsi is dedicated to:

- Allah the Almighty.
- His beloved parents and his brothers,
thanks for your support and blessing.
- His all beloved teachers.
- His lovely and his best friend in UMK.
- Anybody who support him.



ACKNOWLEDGEMENT

The writer would like to express his high gratitude to Allah SWT for blessing and guidance, so the writer can finish his skripsi entitled “The Speaking Ability of The Eleventh Grade Students of MAN 2 Kudus Taught through Drama in Academic Year 2011/2012”.

The writer wishes to express the writer’s deepest gratitude to those who are directly or indirectly involved in completing this skripsi, they are:

1. Drs. Susilo Rahardjo, M.Pd, the Dean of Teacher Training and Education Faculty of Muria Kudus University.
2. Fitri Budi Suryani, S.S, M.Pd, the Head of English Education Department.
3. Rismiyanto, S.S, M.Pd as the first advisor, Nuraeningsih, S.Pd, M.Pd as the second advisor, who have accurately guided him during the writing of skripsi.
4. All of the lecturers who taught the writer during studying at the faculty as well as possible.
5. Drs. H. Ah. Rif’an, M.Pd as the Headmaster of MAN 2 Kudus, who has given him a permission to do the research and support him in writing this skripsi.
6. Mr. Khodrotun Naja, S.Pd as an English teacher of MAN 2 Kudus who give a motivation and support in accomplishing this skripsi.
7. His beloved parents, Mr. Zulianto and Mrs. Sri Wati, and his brothers, Mahfud and Afrisal for giving prayer and spirit.
8. His best friend who have given support.
9. Anyone who always encourages and prays him.

The writer would like to express his sincerest gratitude to the readers for some critics and suggestions. Hopefully this skripsi will be useful for everyone.

Kudus, August 2012

Johan Setyo Prayitno



ABSTRACT

Prayitno, Johan Setyo. 2012 . *The Speaking Ability of the Eleventh Grade Students of MAN 2 Kudus Taught through Drama in Academic Year 2011/2012*. Skripsi: English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor : (1) Rismiyanto, S.S, M.Pd, (2) Nuraeningsih, S.Pd, M.Pd

Keywords: Speaking ability, Drama

Speaking English is very important for students because they can express themselves and being brave to state their own opinions. Good ability in speaking can measure a success of language learning. Speaking ability must be taught and applied in the class. In fact, in daily life someone does more in speaking than writing. Many English teachers who have spent much time in the class on reading and writing and almost forget the speaking ability. In teaching speaking, the teacher must choose a technique which is suitable on the student's condition. When the teacher asks the students to speak about something happened on them, most of them keep silent. There are some problems happened in speaking teaching. First, the students are less in vocabulary. Second, the students are afraid of making mistakes. The third problem is the use of monotonous technique. One technique which can be used in speaking teaching is Drama because it can attract the student's interest in studying and improving the speaking students ability.

The objective of this research are to find out the speaking ability of the eleventh grade students of MAN 2 Kudus before and after taught through drama in academic year 2011/2012 and whether there is a significant difference between the speaking ability of the eleventh grade students of MAN 2 Kudus before and after being taught through drama in academic year 2011/2012.

In this research, the writer used quasi-experimental research as a design of the research. The data were collected by recording the oral test of pre-test and post-test. Then, the writer identified and analyzed based on statistic calculation for getting good result accurately, completely and systematically. The population of this research is the eleventh grade students of MAN 2 Kudus in academic year 2011/2012 and takes one class (XI Science 4) as a sample that consists of 28 students.

The result of this research shows that the speaking ability of the eleventh grade students of MAN 2 Kudus before being taught through drama in academic year 2011/2012 is found the highest score is 68, and the lowest score is 52. And from the calculation of the data, the mean is 59 and the standard deviation is 5. So, the result is sufficient. Meanwhile, the oral test of speaking ability of the eleventh grade students of MAN 2 Kudus after being taught through drama in academic year 2011/2012 is found the highest score is 88, and the lowest score is 60. And from the calculation of the data, the mean is 74.14 and the standard deviation is 7.25. It is categorized as good. For analyzing the data, the writer used t-test for dependent sample. The result of t-observation (t_0) is 8.41. Compared by t-table (t_t) on the degree of freedom 27 in level of significance 2.06, it means that

the result of t-observation (t_0) is higher than t-table (t_t) and it shows there is significant different between the speaking ability of the eleventh grade students of MAN 2 Kudus in academic year 2011/2012 before and after being taught through drama.

Based on the research result above, the writer concludes that Drama is appropriate in improving the speaking ability of the eleventh grade students of MAN 2 Kudus in academic year 2011/ 2012. For the English teacher and the other researcher, Drama can be applied as a alternative technique in teaching and learning process.



ABSTRAKSI

Prayitno, Johan Setyo. 2012 . *Kemampuan Berbicara Siswa Kelas Sebelas MAN 2 Kudus pada Tahun Ajaran 2011/2012 diajarkan melalui Drama*. Skripsi: Departemen Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (1) Rismiyanto, S.S, M.Pd, (2) Nuraeningsih, S.Pd, M.Pd

Kata Kunci: Kemampuan Berbicara, Drama

Berbicara bahasa Inggris amat penting bagi siswa karena mereka dapat mengekspresikan diri dan bersikap berani untuk menyatakan pendapat mereka sendiri. Kemampuan yang baik dalam berbahasa dapat mengukur keberhasilan pembelajaran bahasa. Kemampuan Berbicara harus diajarkan dan diterapkan di kelas. Bahkan, dalam kehidupan sehari-hari seseorang tidak lebih dalam berbicara tulisan itu. Banyak guru bahasa Inggris yang telah menghabiskan banyak waktu di kelas membaca dan menulis dan hampir melupakan kemampuan berbahasa. Dalam pengajaran berbicara, guru harus memilih teknik yang sesuai dengan kondisi siswa. Ketika guru meminta siswa untuk berbicara tentang sesuatu yang terjadi pada mereka, kebanyakan dari mereka diam. Ada beberapa masalah yang terjadi dalam pengajaran berbahasa. Pertama, siswa kurang dalam kosa kata. Kedua, siswa takut membuat kesalahan. Masalah ketiga sedang jarang dalam menggunakan beberapa teknik yang dapat meningkatkan kemampuan siswa. Salah satu teknik yang dapat digunakan dalam pengajaran berbicara adalah Drama yang dapat menarik minat siswa dalam mempelajari dan meningkatkan dalam mempelajari dan meningkatkan kemampuan siswa dalam berbicara.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan berbicara siswa kelas XI MAN 2 Kudus sebelum dan sesudah diajarkan melalui drama pada tahun akademik 2011/2012 dan apakah ada perbedaan signifikan antara kemampuan berbicara siswa kelas XI MAN 2 Kudus sebelum dan setelah diajarkan melalui drama pada tahun akademik 2011/2012.

Dalam penelitian ini, penulis menggunakan kuasi-eksperimental penelitian sebagai desain penelitian. Data dikumpulkan dengan merekam tes oral pre-test dan post-test. Kemudian, penulis diidentifikasi dan dianalisis berdasarkan perhitungan statistik untuk mendapatkan hasil yang baik secara akurat, lengkap dan sistematis. Populasi dalam penelitian ini adalah siswa kelas XI MAN 2 Kudus pada tahun akademik 2011/2012 dan mengambil satu kelas (XI IPA 4) sebagai sampel yang terdiri dari 28 siswa.

Hasil hasil ini menunjukkan bahwa kemampuan berbahasa siswa kelas XI MAN 2 Kudus sebelum diajarkan melalui drama pada tahun akademik 2011/2012 ditemukan nilai tertinggi adalah 68, dan skor terendah adalah 52. Dan dari perhitungan data, rata-rata adalah 59 dan standar deviasi adalah 5. Jadi, hasilnya sudah cukup. Sementara itu, tes lisan dari berbicara kemampuan siswa kelas XI MAN 2 Kudus setelah diajarkan melalui drama pada tahun akademik 2011/2012 ditemukan nilai tertinggi adalah 88, dan skor terendah adalah 60. Dan dari perhitungan data, rata-ratanya adalah 74,14 dan standar deviasinya adalah 7,25.

Hal ini dikategorikan sebagai baik. Untuk menganalisis data, penulis menggunakan t-test untuk sampel dependen. Hasil t-observasi (t_0) adalah 8,41. Dibandingkan dengan t-tabel (t_t) pada derajat kebebasan 27 di tingkat signifikansi 2,06, berarti hasil t-observasi (t_0) lebih besar dari t-tabel (t_t) dan itu menunjukkan ada perbedaan yang signifikan antara berbicara kemampuan siswa kelas XI MAN 2 Kudus pada tahun akademik 2011/2012 sebelum dan setelah diajarkan melalui drama.

Berdasarkan hasil penelitian diatas, penulis menyimpulkan Drama yang sesuai dalam meningkatkan kemampuan berbicara siswa kelas XI MAN 2 Kudus pada tahun akademik 2011/2012. Untuk guru bahasa Inggris dan peneliti lainnya, Drama dapat diterapkan sebagai teknik alternatif dalam proses belajar mengajar.



TABLE OF CONTENTS

	Page
COVER	I
LOGO	Ii
TITLE	Iii
ADVISORS' APPROVAL	Iv
EXAMINERS' APPROVAL	V
MOTTO AND DEDICATION	Vi
ACKNOWLEDGEMENT	Vii
ABSTRACT	Ix
ABSTRAKSI	Xi
TABLE OF CONTENTS	Xiii
LIST OF TABLES	Xvi
LIST OF FIGURES	Xvii
LIST OF APPENDIXES	xviii
CHAPTER I	
1.1 Background of the Study	1
1.2 Statements of the Problem	4
1.3 Objectives of the Research	4
1.4 Significances of the Research	5
1.5 Scope of the Research	6
1.6 Operational Definition	6
CHAPTER II REVIEW OF RELATED LITERATURE AND HYPOTHESIS	
2.1 Teaching English in MAN 2 Kudus	7
2.1.1 Purpose of Teaching English in MAN 2 Kudus	8
2.1.2 Technique of Teaching English in MAN 2 Kudus	9
2.2 Teaching Speaking	11
2.2.1 Definition of Speaking	11

2.2.2 Technique of Teaching Speaking	12
2.2.3 Components of Speaking Ability	13
2.3 Definition of Drama	13
2.3.1 Drama as a Technique for Developing the Speaking Ability	14
2.4 The Steps of Using Drama as a Technique in Teaching Speaking	15
2.5 Narrative Text	16
2.5.1 Generic Structure of Narrative Text	16
2.6 Previous Research	17
2.7 Theoretical Framework	18
2.8 Hypothesis	18
CHAPTER III RESEARCH METHOD	
3.1 Design of the Research	19
3.2 Population and Sample	20
3.3 Instruments of the Research	21
3.4 Data Collection	23
3.5 Data Analysis	24
CHAPTER IV RESEARCH FINDING	
4.1 The Speaking Ability of the Eleventh Grade Students of MAN 2 Kudus in Academic Year 2011/2012 before being Taught through Drama	27
4.2 The Speaking Ability of the Eleventh Grade Students of MAN 2 Kudus in Academic Year 2011/2012 after being Taught through	

Drama	29
4.3 The Significant Difference of the Speaking Ability of the Eleventh Grade Students of MAN 2 Kudus in Academic Year 2011/2012 before and after Being Taught through Drama	31
CHAPTER V DISCUSSION	
5.1 The Speaking Ability of the Eleventh Grade Students of MAN 2 Kudus in Academic Year 2011/2012 before being Taught through Drama	34
5.2 The Speaking Ability of the Eleventh Grade Students of MAN 2 Kudus in Academic Year 2011/2012 after being Taught through Drama	35
5.3 The Significant Difference between the Speaking Ability of the Eleventh Grade Students of MAN 2 Kudus in Academic Year 2011/2012 before and after being Taught through Drama	36
CHAPTER VI CONCLUSION AND SUGGESTION	
6.1 Conclusion	38
6.2 Suggestion	39
BIBLIOGRAPHY	41
APPENDICES	42
CURRICULUM VITAE	85

LIST OF TABLES

Table	Page
3.1 Plotting of the Experimental Design	20
3.2 Scoring Scale of Speaking Ability	21
3.3 Criteria Score of Speaking Ability	23
4.1.a The speaking ability of the eleventh grade students of MAN 2 Kudus before being taught through Drama in Academic Year 2011/2012	28
4.1.b Frequency distribution of the speaking ability of the eleventh grade students of MAN 2 Kudus before being taught through Drama in Academic Year 2011/2012	28
4.2.a The speaking ability of the eleventh grade students of MAN 2 Kudus after being taught through Drama in Academic Year 2011/2012	30
4.2.b Frequency distribution of the speaking ability of the eleventh grade students of MAN 2 Kudus after being taught through Drama in Academic Year 2011/2012	30
4.3 The summary of t-test result of eleventh grade students of MAN 2 Kudus in academic year 2011/2012	33

LIST OF FIGURES

Figure	Page
4.1 Chart of the speaking ability of the eleventh grade students of MAN 2 Kudus before being taught through Drama in Academic Year 2011/2012	29
4.2 Chart of the speaking ability of the eleventh grade students of MAN 2 Kudus after being taught through Drama in Academic Year 2011/2012	31



LIST OF APPENDICES

Appendix	Page
1. Syllabus	42
2. Lesson Plan	47
3. The List of Students of XI BCS 2	74
4. The Data of the Speaking Ability of the Eleventh Grade Students of MAN 2 Kudus before being Taught through Drama in Academic Year 2011/2012	74
5. The Data of the Speaking Ability of the Eleventh Grade Students of MAN 2 Kudus after being Taught through Drama in Academic Year 2011/2012	75
6. The calculation to find out T-test	76
7. The Calculation of Mean and Standard Deviation the Speaking Ability of the Eleventh Grade Students of MAN 2 Kudus before Taught through Drama in Academic Year 2011/2012	79
8. The Calculation of Mean and Standard Deviation the Speaking Ability of the Eleventh Grade Students of MAN 2 Kudus after Taught through Drama in Academic Year 2011/2012	81
9. The Table of T Values	82